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| **Title** | **Defining Cyberbullying** |
| Unit | Cyberbullying |
| PA Standards | 5. Digital Citizenship  Students understand human, cultural, and societal issues related to  technology and practice legal and ethical behavior.  a. Students advocate and practice safe, legal, and responsible use of  information and technology. |
| Learning Objective | **Goal:**  Students will create a poster increasing public awareness of cyberbullying.  **Objectives:**  Students will define cyberbullying with 100% accuracy.  Students will analyze behaviors that contribute to cyberbullying. |
| Assessment | **Define Cyberbullying: Class definition & final poster**  Create Cyberbully Definition: Checklist   |  |  | | --- | --- | | Student actively participates in discussion. |  | | Student participation demonstrates a basic understanding of the material covered so far. |  |   **Analyze Cyberbullying Behaviors:**  KNOW Cards: checklist   |  |  | | --- | --- | | Student has written 2 facts they know about cyberbullying. |  | | Student has written one fact on each note card. |  | | Both facts relate to cyberbullying. |  |     WANT TO KNOW questions: checklist   |  |  | | --- | --- | | Group has generated 3 questions about cyberbullying. |  | | All Questions are related to cyberbullying. |  | | All members of the group contributed to the discussion. (All popsicles are in the center of the table) |  |   Cure the Bullies Virus: Printout and checklist   |  |  | | --- | --- | | Student has reviewed the cyberbully viruses. |  | | Student has completed the cyberbully quiz. |  | | **Optional for Teacher to include** |  | | Student has saved their cyberbully virus to the computer and the gallery (if available). |  | | Student has printed their cyberbully virus and posted it on the cyberbully virus wall. |  | | Student has recorded the three preventive measures from the website. |  | |
| Link | **Prior Homework:** At the end of the last class students were given 2 index cards and were to write two things they KNOW about cyberbullying (one fact per card) to bring to class.  Students will form groups of three and share the two things they know about cyberbullying with the group. |
| Educate | Teacher will introduce the topic of cyberbullying, the K-W-L chart and lay out the goals and objectives of the unit.  Working in a groups of 3, students will:  a. share the two things they KNOW about cyberbullying (see above)  b. discuss what they would like to know about cyberbullying  c. Choose 2 questions about cyberbullying they would like answered (WANT TO KNOW)  (Each student will be given 5 popsicle sticks of a different color – as each person adds to the discussion they will deposit a popsicle stick of their color into the middle of the desk.)  After 10 minutes, teacher will walk around the room and collect the KNOW cards and record the WANT TO KNOW questions from each group into the K-W-L chart (a different color per group).  As each group finishes the above, students will work individually to access [www.curethebullies.com](http://www.curethebullies.com) and review the cyberbully viruses. Students will then take the cyberbully virus quiz and “cure” their virus if they have one. Students will print and save their pickled virus and post it to the website gallery (if available). Students will record the 3 preventive measures listed at the end of the quiz on a note card (for later use in their poster). Students who finish early may begin to analyze the wordle posted. (As students engage in this activity, the teacher will record their KNOW responses into the K-W-L chart and [www.wordle.com](http://www.wordle.com). Teacher will eliminate common words and generate a wordle of words about cyberbullying used most by students.)  Afterwards, teacher will share the wordle with the class (via projector) and ask them to think about the website they just visited. As a class, students will analyze the words and create a “class” definition of cyberbullying. (This definition will be added to the K-W-L chart.)  At the end of class, students will review the WANT TO KNOW questions from the class (groups will read their questions posted in the chart to the class.) |
| Active Learning | (See Educate above)  Working in a groups of 3, students will:  a. share the two things they KNOW about cyberbullying (see above)  b. discuss what they would like to know about cyberbullying  c. Choose 2 questions about cyberbullying they would like answered (WANT TO KNOW)  Students will work individually and access [www.curethebullies.com](http://www.curethebullies.com) and review the cyberbully viruses. Students will then take the cyberbully virus quiz and “cure” their virus if they have one. Students will post their pickled virus in the website gallery. (As students engage in this activity, the teacher will record their KNOW responses into the K-W-L chart and [www.wordle.com](http://www.wordle.com). Teacher will eliminate common words and generate a wordle of words about cyberbullying used most by students.) |
| Reflect and Review | (See Educate Above)  At the end of class, students will review the WANT TO KNOW questions from the class (groups will read their questions posted in the chart to the class.) |
| Next Steps | Students will compare bullying vs. cyberbullying  **Homework**: Write down 2 things you know about bullying on two index cards. (Prior Knowledge: Elements of bullying) |

**Alternative/Extension Activites:**

1. Students can access [www.wallwisher.com](http://www.wallwisher.com) and post two things they know about cyberbullying or questions they have. Student may then access all comments and review them to create the K- W-L chart.

2. Short definition quiz:

1. Cyberbullying generally doesn’t involve:

a. hurting other people

b. physical violence

c. e-mail

d. use of digital devices

2. Cyberbullying is:

a. the use of any digital device to harass or embarrass

someone

b. a growing problem in countries around the world

c. both of the above

d. none of the above

3. Create a chart of Cyberbully Viruses and have students post their pickled virus (nameless) on the

chart. Then take the same quiz at the end of the unit, print and post any pickled viruses and see if

the class dynamic has changed.

4. Lead off activity using Excel

Have students create an excel spreadsheet of the statistics of cyberbulling found on

<http://www.cyberbullying.us/research.php>. (Create template ahead of time). Then have them graph it. Then discuss what they think of the results. Discuss the growing problem of cyberbullying that is shown by the graphs.